DOCUMENT RESUME

ED 128 236 SO 009 221

TITLE	Planning for Free Lives: Curriculum Materials for Combatting Sex Stereotyping in Home Economics, Family Living, and Career Awareness Courses.
INSTITUTION	Feminists Northwest, Seattle, Wash.
PUB DATE	75
NOTE	41p.; For related documents, see SO 009 220 and 222 ; Copyright material has been removed from original document
AVAILABLE FROM	Feminists Northwest, 5038 Nicklas Place NE, Seattle, Washington 98105 ($3.00 paper cover)
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Career Awareness; Child Development; Class Activities; Curriculum; *Daily Living Skills; Educational Innovation; Educational Objectives; *Family Life Education; Foods Instruction; *Home Economics Education; Home Economics Skills; Home Management; Individual Needs; Instructional Materials; Life Style; Secondary Education; Sewing Instruction; *Sex Role; Sex Stereotypes

ABSTRACT

Classroom activities for high-school students in home economics are provided. Designed to help male and female students gain home management skills without the usual limits of traditional sex-role stereotyping, the activities aim at assisting members of both sexes realize their potential as independent, thoughtful, cooperative, and assertive beings. Sample activities include instruction in cooking, sewing, family living, child care, and career awareness. Each of the activities presents instructions to the teacher; materials such as charts, lists, and questions which the students will need to carry out the activity; and suggestions for following up the original activity at a later date. Social inhibitions about home economics skills are discussed. For example, the authors suggest that if males feel inhibited about learning to sew, they might be encouraged by sewing something relevant to their present lives, such as a backpack. A bibliography of resource materials lists films, kits, slide shows, tapes, books, articles, and pamphlets. (Author/DB)

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ED128236

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"I do not refer to myself as a 'housewife' for the reason that I did not marry a house."
---Wilma Scott Heide
President, National Organization for Women, 1973

Planning for Free Lives

CURRICULUM MATERIALS FOR COMBATTING SEX STEREOTYPING IN HOME ECONOMICS, FAMILY LIVING, & CAREER AWARENESS COURSES

"I clean my own teeth; I don't ask my wife to do it."
--- a Chinese man

"Just as you don't pay someone for cleaning your teeth or your hands, so in the same way each of us will have our own work: wash our own dishes, clean our own corner, make our own bed, and so on. Then the very notion of housework will disappear."
--- Simone de Beauvoir, 1975

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SP 009 221

Developed by Feminists Northwest
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Feminists Northwest is a non-profit education group committed to ending sexism in school and society. We developed the activities in Planning for Free Lives to encourage teachers, counselors, and students to overcome the sexism often present in home ecomonics, family living, and career awareness courses. We hope you will share with us your experiences, reactions, and criticism as you use these materials.

Audra Adelberger, Sally Mackle,
Deirdre O'Neill, & Susan Schacher

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Thanks to Norma Fried Rietzke (4127 Greenwood Ave N., Seattle, 98103; 206-634-2856) for printing.

INTRODUCTION

Traditionally, home economics and family living courses have geared their content toward helping to educate young women in the homemaking skills necessary to assume the adult roles of wife and mother. To make sure that young women did not miss out on what was (and often still is) considered to be essential training for a female, credits in home economics courses were required by state law for high school graduation. Today, in Washington state at least, that requirement has been lifted, and the decision to take a course in foods and sewing is left to the individual.

In the late 1950's and early 1960's, some high school men decided to study cooking in school, and enrolled in all-female courses. These incidents were viewed as huge jokes by the student body, and in the press, as indeed some of the male students intended. However, since that time, more males have enrolled in cooking courses. How have home economics departments responded to this phenonemon? Have they simply included males into the traditional courses which females have been taking for years? In some cases, yes.

However, in a great many schools, special courses have been established for young men, courses often entitled "Bachelor Cooking." The content of these courses has been different from that of the courses for females. Rather than stressing the essentials of cooking-- such as nutrition, meal planning, basic cooking and baking-- the courses for young men teach how to cook simple, fun foods to help the men survive during their single years. The underlying assumption is that as soon as the men marry, their wives will naturally be responsible for the household-- including the cooking.

Family living courses have also stressed traditional roles and values for young women and men. Most texts in this field assume that (a)all females and males will marry; (b)they will live within a traditional nuclear-family structure; (c)the man will be the "breadwinner"; (d)the couple will have children; (e)the wife's chief role will be that of homemaker and mother; (f)women and men have different but complementary personality traits which make their different roles "natural" and "good." Indeed, when texts do discuss people who do not fit this norm, there is often the underlying message that such exceptions are strange, or at best, rare.

Sewing courses remain the last bastion of female home economics courses. Few males have enrolled in these courses, probably because they view the development of sewing skills as exclusively "women's work." But for the young women taking these courses, much more is taught than actual sewing skills. What should be a skill development course turns out to be a course in fashion and grooming, with each female producing what she fantasizes will be her dream outfit. Learning how to construct a garment can be tedious, and a young woman is often most concerned with completing the process as quickly as possible so she can wear her newest creation. Whom is she trying to impress? The males, of course, who by high school age have learned to admire women as sex objects. And the Spring fashion show is a good time to display her new wardrobe to appreciative eyes.

Now, however, more and more people are coming to think of home economics-- including cooking and sewing-- as an area of skills useful to both men and women. Women are sharing more of the breadwinning role with men, and men are beginning to share substantially in childrearing and domestic tasks. Courses which assume stereotyped sex-roles are failing in many cases to meet the future needs of the young women and men who enroll in them.

What can we, as teachers, do to help free our students from traditional courses that teach sex-role stereotypes and thus limit students' full growth? Our goal should be to assist members of both sexes to realize their potential as independent, thoughtful, cooperative, and assertive beings. In order to do this, we must help students understand the limits imposed on them by traditional sex-role stereotyping. What follows are some general classroom activities through which students can become more aware of their own attitudes and goals, and can recognize factors which influenced their formation. Later activities in this booklet suggest specific ways for combatting sex stereotyping in cooking, sewing, family living, and career awareness courses.

GENERAL AWARENESS ACTIVITIES

1. Give each student three index cards and have them each rank first, second, and third the three people they most admire. Ask students to write briefly what they admire about each person, and how this ties in with their lives.

   Several months later, after students have spent time gaining awareness of sex stereotyping and participating in non-stereotyped course content, ask them to again name three people they most admire, and why. Give back the original cards and have students compare the two sets. Ask students to share what they wrote with the class. (Some might not want to.) Were more males or females admired? Were there differences between male and female students? Discuss any changes made in rankings, and how and why the changes occurred.

2. Have students fill in a questionnaire concerning their own feelings, attitudes, and goals. (Make up your own questionnaire using Appendix A, page 6, as an example.)

   Then ask students to predict and describe an ordinary day in their adult lives. Their questionnaires and adult-day descriptions can be used as a springboard for class discussions, and can allow students to gain additional insight into themselves.

3. Use audio-visual materials that discuss the changing roles of women and men in our society. (See Bibliography for an annotated list of some materials currently available.) These films and film-strips will promote lively classroom discussion in addition to increasing awareness.

4. Give each student a chart for recording household tasks done daily or weekly. (See example, Appendix B, page 7.) Have students keep a log of who in their family does what tasks each day for a week. At the end of the week, have students bring their charts back to class for discussion. (Recording male names in one color and female names in another color will make it easier to look for sex-related patterns.) Do the females generally do one type of task and the males another? Why does this happen? Does it have to be that way? Would you like to see tasks changed within your family group? How do you propose to change task expectations and assignments in your home?

5. Put a series of statements about women and work on the chalkboard. (See Appendix C, pages 8-10,"The Myth and the Reality." Present only the myths at first to the class.) Ask students to respond to each statement with a "true" or "false."

   Then distribute a sheet of "reality" information to each student, using Department of Labor statistics. Discuss the students' reactions to the "reality" statements. (Often small groups work better than one large group for this kind of discussion.) Appendix D, page 11, "What You May Not Know about Women," will also be useful for this activity.

6. Have students fill out one version of the Broverman test each week for four weeks. (See Appendix F, page 12. See also Bibliography, page 37.) The list of characteristics is the same for each version, but the directions are different each time.

   The first week's directions should say: "Please check those traits which describe yourself."

   2nd week's directions: "Please check those traits which describe a healthy, mature adult."

   3rd week: "Please check those traits which describe individuals of your own sex."

   4th week: "Please check those traits which describe individuals of the opposite sex."

   After the fourth week, separate each version of the test according to the gender of the respondent. (You will end up with 8 batches of paper.) Divide the class into 8 groups, and have each group tally the responses of its version. The groups can then graph their results-- bar graphs work well to depict and compare responses. How do the female respondents' views of females compare with the male respondents' views of females? How do the female respondents' views of females compare with their description of "a healthy, mature adult"?

   Psychologists who have used this test have found that the general description of "a male" coincides with that of "a healthy, mature adult"; but the general description of "a female" is different. Does this generalization hold in your class? If it does, can students suggest ways to resolve the difference? What changes might have to take place for "a female" to be more of "a healthy, mature adult"?

7. Have students observe the media--TV, magazines, newspapers-- for sex stereotyping, doing some of the following activities:

   a. Make a bulletin board display using sexist advertisements.

   b. From a magazine or newspaper that you read, clip 3 ads that are "selling" an image, a value, or a concept, as well as a product. Discuss with the class the image, value, or concept being sold (e.g. youth, wealth, sexuality, female beauty, male strength) and the effect that the ad may have on a reader's self-image and view of other people.

   c. Draw up an annotated list of 5 TV commercials. Include the product, story line, characters, approach, and mood. Include a brief evaluation of what is being sold.

   d. Watch a TV program and record adult role models, jobs, domestic chores, evidence of incompetency and mishaps, and humiliation of the opposite sex. Pay attention to what is advertised during commercial breaks. Notice voice-overs and the relationship of the product to the program. Discuss your observations with the class. How are males and females treated differently?

e. Select an ad (from any medium) that you think a woman might find objectionable. Using the same technique and approach that you see in the ad, prepare a comparable ad that you think men might find objectionable. Present both ads to the class. Evaluate the reactions of females and males to each ad.

f. You are entering the "Most Sexist Ad of the Year" contest. Develop your ad (any medium) and share it with the class.

(See Again at the Looking Glass: Language Arts Curriculum Materials for Combatting Sex Stereotyping for additional activities, discussion questions, and resource suggestions on sexism in the media. Developed by Feminists Northwest, Seattle. See Bibliography, page 37.

8. Use "Whatever Happened to Debbie Kraft?" in class one day ("Debbie Kraft" is an awareness game about the life options facing an 18 year old woman.) Use the questions at the end of "Debbie Kraft" for discussion.

("Whatever Happened to Debbie Kraft?" has been developed by Feminists Northwest, Seattle. See Bibliography, page 37.)

9. At the end of this series of activities, ask the students to write on 3x5 cards their emotional and intellectual reactions to the activities. What did they learn? Did their feelings change? How? Collect the females' and males' cards separately. Divide the class by gender for two small-group discussions. Distribute the males' cards to the females and the females' cards to the males for this discussion.

APPENDIX A: WHAT'S YOUR OPINION?

(see page 3, activity 2)

For each statement below, mark the line at the right to tell whether you agree or disagree.

KEY: A = agree N = neutral D = disagree

1. I think that a woman's place should be in the home. A N D
2. It's OK for a girl to play on a male team if she's a good athlete. A N D
3. Men should make the important decisions because men think, while women act on their emotions. A N D
4. Husbands and wives should share equally in housework and childcare. A N D
5. I hope to get married when I'm older. A N D
6. Women shouldn't want to change things because they have the best deal now. A N D
7. There's a lot of sex role stereotyping in my family. A N D
8. I don't want to have children when I'm older. A N D
9. Women who want to work outside their homes really want to be men, and they'll never be satisfied. A N D
10. It's OK for a woman to be assertive. A N D
11. Males and females are created different and are meant to act in very different ways. A N D
12. Cooking and sewing are only for girls and women. A N D
13. It's OK for a boy to cry. A N D
14. It's OK for a man to cry. A N D
15. A woman shouldn't take a job that pays more than her husband's job. A N D
16. It's important to me that a man acts like a "real man" and a woman acts like a "real woman." A N D
17. A woman should not compete with a man because this damages his ego. A N D
18. Sometimes I feel like doing something that a person of my sex "isn't supposed to do." A N D
19. I get mad when people tell me that what I want to do isn't "right" for a person of my sex. A N D

APPENDIX B: HOUSEHOLD TASK CHART

(see page 3, activity 4)

	Sun.	Mon.	Tues.	Wed.	Thur.	Fri.	Sat.
empty wastebaskets, garbage							
prepare breakfast							
prepare lunch							
prepare dinner							
clean bathroom							
pick up dirty laundry							
wash laundry							
sweep							
dust							
mop							
vacuum							
wash dishes							
chauffeur children							
feed small children							
dress small children							
put children to bed							
car repair, maintenance							
sewing, mending							
home appliance repair							
feed, care for pets							
tend garden							

APPENDIX C

(see page 3, activity 5)

U.S. DEPARTMENT OF LABOR
EMPLOYMENT STANDARDS ADMINISTRATION
WOMEN'S BUREAU
WASHINGTON, D.C. 20210

THE MYTH AND THE REALITY

The Myth	The Reality
A woman's place is in the home.	Homemaking in itself is no longer a full-time job for most people. Goods and services formerly produced in the home are now commercially available; laborsaving devices have lightened or eliminated much work around the home. Today more than half of all women between 18 and 64 years of age are in the labor force, where they are making a substantial contribution to the Nation's economy. Studies show that 9 out of 10 girls will work outside the home at some time in their lives.
Women aren't seriously attached to the labor force; they work only for extra pocket money.	Of the nearly 34 million women in the labor force in March 1973, nearly half were working because of pressing economic need. They were either single, widowed, divorced, or separated or had husbands whose incomes were less than $3,000 a year. Another 4.7 million had husbands with incomes between $3,000 and $7,000.1/
Women are out ill more than male workers; they cost the company more.	A recent Public Health Service study shows little difference in the absentee rate due to illness or injury: 5.6 days a year for women compared with 5.2 for men.

1/ The Bureau of Labor Statistics estimate for a low standard of living for an urban family of four was $7,386 in autumn 1971. This estimate is for a family consisting of an employed husband aged 38, a wife not employed outside the home, an 8-year-old girl, and a 13-year-old boy.

Women don't work as long or as regularly as their male coworkers; their training is costly—and largely wasted.

A declining number of women leave work for marriage and children. But even among those who do leave, a majority return when their children are in school. Even with a break in employment, the average woman worker has a worklife expectancy of 25 years as compared with 43 years for the average male worker. The single woman averages 45 years in the labor force.

Studies on labor turnover indicate that net differences for men and women are generally small. In manufacturing industries the 1968 rates of accessions per 100 employees were 4.4 for men and 5.3 for women; the respective separation rates were 4.4 and 5.2.

Married women take jobs away from men; in fact, they ought to quit those jobs they now hold.

There were 19.8 million married women (husbands present) in the labor force in March 1973; the number of unemployed men was 2.5 million. If all the married women stayed home and unemployed men were placed in their jobs, there would be 17.3 million unfilled jobs.

Moreover, most unemployed men do not have the education or the skill to qualify for many of the jobs held by women, such as secretaries, teachers, and nurses.

Women should stick to "women's jobs" and shouldn't compete for "men's jobs."

Jobs, with extremely rare exceptions, are sexless. Tradition rather than job content has led to labeling certain jobs as women's and others as men's. In measuring 22 inherent aptitudes and knowledge areas, a research laboratory found that there is no sex difference in 14, women excel in 6, and men excel in 2.

Women don't want responsibility on the job; they don't want promotions or job changes which add to their load.

Relatively few women have been offered positions of responsibility. But when given these opportunities, women, like men, do cope with job responsibilities in addition to personal or family responsibilities. In 1973, 4.7 million women held professional and technical jobs, another 1.6 million worked as nonfarm managers and administrators. Many others held supervisory jobs at all levels in offices and factories.

The employment of mothers leads to juvenile delinquency.

Studies show that many factors must be considered when seeking the causes of juvenile delinquency. Whether or not a mother is employed does not appear to be a determining factor.

These studies indicate that it is the quality of a mother's care rather than the time consumed in such care which is of major significance.

Men don't like to work for women supervisors.

Most men who complain about women supervisors have never worked for a woman.

In one study where at least three-fourths of both the male and female respondents (all executives) had worked with women managers, their evaluation of women in management was favorable. On the other hand, the study showed a traditional/cultural bias among those who reacted unfavorably to women as managers.

In another survey in which 41 percent of the reporting firms indicated that they hired women executives, none rated their performance as unsatisfactory; 50 percent rated them adequate; 42 percent rated them the same as their predecessors; and 8 percent rated them better than their predecessors.

APPENDIX D: WHAT YOU MAY NOT ALREADY KNOW ABOUT U.S. WOMEN

(see page 3, activity 5; also page 32, activity 7)

About the employment of women, do you know that:

Nine out of ten girls in your high school will be employed sometime in their lives?

Half of all employed women earn less than $5,323 as compared $8,966 for men?

Only 7% of women earn over $10,000 as compared to 40% of men?

The median wage of minority women is lowest of all major groups?

About one-eighth of all working women are minority women?

57% of all Black women 18 years or older were in the paid labor force in 1969?

Title 7 of the Civil Rights Act of 1964 prohibits private employers, labor unions, and employment agencies from discriminating on the basis of sex?

Since the Civil Rights Act went into effect, the US Department of Labor has found 113,000 workers, nearly all of them women, underpaid by more than $47.5 million?

About women in the family, do you know that:

One-fourth of all Black families are headed by a woman?

62% of all Black families headed by a woman are poor?

10% of all families are headed by women? Over 1 million of the families headed by women live in poverty?

40% of all employed women are single, divorced, widowed, separated, or deserted? They do not work for "pin money" or out of boredom!

Child care centers are available for only about 5% of the children under 6 years old whose mothers work?

About your grandmother's, your mother's, and your future, do you know that:

Aged women are among the most impoverished? Half of aged women have an income of less than $1,888?

Low wages during employment mean inadequate social security during retirement, thereby condemning millions of retired working women to a life of poverty?

2 out of 3 elderly people are women? 10.5 million aged 55 or older are "on their own"?

5 out of 8 older women are classified as poor?

About women losing ground, do you know that:

The wage gap between men and women has been increasing for 25 years?

In 1955, women's median earnings as a proportion of men's was 63.9%; in 1970 it was 59.4%?

Men have been steadily taking over "women's jobs" (librarians, social workers, teachers, etc.) while women still face discrimination as they attempt to get "men's jobs"?

(Compiled by Feminists Northwest from U.S. Department of Labor statistics)

APPENDIX E: BROVERMAN TEST

(see page 4, activity 6)

(Put directions here. See page 4, activity 6, for information about directions.)

____ Separates feelings from ideas	____ Objective
____ Does not cry	____ Quiet
____ Interested in own appearance	____ Likes science and math
____ Gentle	____ Not easily influenced
____ Not excitable in minor crisis	____ Dominant
____ Neat	____ Expresses tender feelings
____ Unemotional	____ Direct
____ Not conceited about appearance	____ Makes decisions easily
____ Acts as a leader	____ Worldly
____ Logical	____ Adventurous
____ Active	____ Aware of feelings of others
____ Competitive	____ Independent
____ Strong need for security	____ Tactful
____ Religious	____ Enjoys art and literature
____ Aggressive	____ Feelings not easily hurt
____ Ambitious	____ Talkative

(Adapted from Broverman, et al., see Bibliography, page 37.)

FOODS

1. All foods courses should be offered equally for both sexes. Avoid titles that suggest the course is limited to one sex or another. Instead of "bachelor" or "bachelorette" cooking, better titles might be "Daily Cooking Skills," or "Cooking for Yourself." Both females and males should learn to become responsible for their own livelihood and daily maintenance, not dependent on another person. A gained sense of independence will enhance the self-esteem of members of both sexes, and will enable everyone to share daily tasks in a living situation, especially when all the adults involved work outside the home.

2. Design a course to emphasize ways to prepare meals quickly when all members of a household work outside the home. A course such as this could also discuss weekly planning to make menu-setting go faster. Ideas for plan-ahead entertaining and quick-and-easy guest meals could also be included.

   Avoid as much as possible films put out by commercial corporations whose main concern is selling their products, and whose characters are in stereotypic male and female roles. Or if you use such films, discuss the stereotyping shown, and point out the commercial message which the manufacturer is trying to get across. By viewing the films critically, the students will become more discerning consumers, aware of the various ways advertisers try to "sell" them products.

4. It's been said that, "Convenience foods freed the cook from the kitchen; natural foods put her (him?) back in."

   How true is this? Have students investigate the advantages claimed for natural foods (cheaper, more nutritious, free of chemical additives) versus canned, frozen, and other processed foods (convenient, time-savers, labor-savers). Some men and women enjoy spending time in the kitchen, but some wish to have these hours free for other activities. How can food be prepared so that no one gets "stuck" in the kitchen but meals are appetizing, nutritious, and inexpensive?

5. Often people aren't agreeable to altering traditional gender-defined kitchen duties. In class, role-play various family discussions and reactions to equal kitchen responsibilities, exposing students to several tactful approaches they might try within their own living situation.

SEWING

1. Emphasize basic skill development and patterns, rather than fashion. Using Appendix F (page 16) as a starting point, "Fashion Isn't Frivolous Feathers and Frills," encourage students to discuss their role as consumers in the fashion industry. Explore phrases used in the article such as, "competition for recognition," "weapon used to establish superiority," "sense of security," "status symbol," etc. How does the fashion industry tell women they can become fascinating, worthy people? What does this message do to a woman's need for real personality development? Have students already been affected by the attitudes of the fashion industry? How have they responded to the pressure to be "stylish"?

2. Plan group projects such as making drapes, curtains, slip covers, pillows, quilts, place mats, table cloths, tents. These are items which cost a considerable amount of money when purchased ready-made. By making such things in a classroom situation, students will gain the necessary skills and confidence to make their own later in their lives.

3. Emphasize recycling old materials for many class projects: e.g. new garments from parts of old; children's clothing from adults'. Such projects can help students (particularly women students) become aware that they can feel good about themselves without having all newly-purchased items. And since both women and men will probably end up feeling more creative and resourceful, they will have an increased sense of self-worth.

4. Remember that the males in your sewing classes have grown up in a society that scorns their interest in sewing or mending for themselves. Be sensitive to their possible inhibitions or socialized "handicaps" as they attempt to learn new skills. They might be more interested in learning to sew by making something relevant to their present lives -- e.g. a back pack (the whole class could make backpacks and then take a hike for a final exam!), slip covers for car seats, upholstery for lawn furniture, knitted socks, caps, mufflers. On the other hand, some young men may have no trouble with the regular class projects.

5. All students can benefit from crafts activities. (Roosevelt Grier is by no means the only man who enjoys needlepoint.) Crafts help develop appreciation for creative ability, teach the recreational value of a hobby, provide entertainment and personal satisfaction, and can lead to a useful end result. Try: inkle weaving, belts, guitar straps, sandals, book bags.

6. Students might enjoy a mini-unit on the historical development and changes in clothing for women and men. The use of cosmetics and wigs through the centuries could also be explored. One purpose of this research would be to discover how clothing influences our lifestyle. Students will discover that for women, high fashion was (and sometimes still is) the antithesis of comfort and wearability (e.g. the bustle, numerous petticoats, corsets, etc.) and served to limit women's physical activity. Students will also find that as women began to acquire more rights and freedoms, their clothing became less encumbered and more practical. *[Amelia Bloomer (1818-94), for whom "bloomers" were named, was an early feminist.]* The mini-unit could end with a look at contemporary fashions for women and men, its purposes, the costs of high fashion clothing, and a consideration of why people dress as they do.

APPENDIX F

(see page 14, activity 1)

"Easily one-half of all buying in the United States is the result of fashion change . . ."

Fashion Isn't Frivolous Feathers and Frills

BY DOROTHEA T. APGAR

Removed by ERIC.

(Reprinted from the Seattle Post-Intelligencer, 2/20/75, a Hearst newspaper)

FAMILY LIFE STYLES & OPTIONS

1. Since the course title "Family Living" is limited, the course name could be changed to include the spectrum of adult living situations. Some examples for new titles are "Life Options" and "Planning for Free Lives."

   A broader course could be constructed that includes the topics of foods, sewing, adult relationships, child development, job options, as well as home repairs and maintenance, basic carpentry, basic economics as it pertains to everyday living, and auto maintenance and repairs. Such a course could be called "Independent Living," "Ecological Survival," or "Basic Survival Plus Enrichment."

2. Life Options courses should stress that everyone, female or male, requires nourishment, shelter, clothing, transportation, and income. The course should emphasize that no able-bodied person should have to lean on someone else for her or his necessities. Therefore, both sexes should know how to cook, mend, wash, iron, shop for groceries, and plan meals (tasks usually assigned to females), as well as how to maintain a car, change a tire, do household repairs, and manage a budget (tasks usually assigned to males). If individuals of both sexes are able to master all the tasks mentioned above, they will be independent human beings -- a goal that should be held up as a model for all young people.

3. Devote several class periods to discussions of different life styles, such as (a)an unmarried or divorced person living alone; (b)group living (males and females together, or females only, or males only); (c)traditional family (or traditional couple); (d)divorced person (male or female) with children; (e)non-traditional couple or family (that is, adults work outside the home and share equally in household and child-care tasks); (f)a couple that chooses not to have children.

   Invite people representing each life style situation to speak with the class about the advantages and disadvantages of their arrangement. Allow time for students to ask questions and comment on their reactions.

4. Have students share in the daily living of two different life style groups described in activity 3. This might mean a weekend with another family, a group of adults, a single person. The students can then bring their experiences and feelings to class for sharing and discussion. What did they like and dislike about the arrangement they visited? What life style possibilities do they envision for themselves when they are older? Have their experiences prompted them to think about changing some aspect of their present living situation?

5. Ask students to collect data about their own living situations and families. How many students come from traditional family situations, how many from single-parent homes? Find out how many have mothers who work outside their homes, and what kind of jobs they have. What about fathers' jobs? The statistics should be typed up (by male students?) and distributed to the class for analysis and discussion. How diverse are the life styles of the students? What is the most common life style? What are the feelings of students who are in "exceptional" situations? How do students view someone who lives in a different situation from themselves?

6. Stage a traditional marriage ceremony in your class. Discuss the implications of the father "giving" his daughter away, the couple being joined as "man and wife" (not "husband and wife" or "woman and husband"). For contrast, have a couple write a ceremony for themselves, or write a marriage contract enumerating the duties and responsibilities they expect of one another. Play the tape "Marriage: The First Step to Divorce" for the class. (See Bibliography, page 36.)

7. Invite a lawyer to class to discuss the legal aspects of a divorce, the problems involved, the emotions that need to be dealt with, the number of marriages that end in divorce. Discuss the relationship between the age of the couple at marriage and the likelihood of divorce.

   Have a "married" couple stage a divorce in class, working out the division of property and household items, deciding on child care and support, etc.

   Invite a divorced person to class to talk about her or his personal experiences with marriage and divorce. It would be good to invite a man and a woman together or separately, so the class can explore the feelings and attitudes of both sexes in a divorce.

   Play the tape "A Diamond Is Not Forever: Divorce in America" for the class.(See Bibliography, page 36.)

8. Invite a divorced or single mother receiving welfare to discuss the problems she and her children face, the amount of money they receive, her chances for employment at a decent salary, the opportunities for day-care for her children. Invite a social worker from the welfare department to give overall statistics about women and welfare.

9. Students should work in "families" of 4 (2 adults, 2 children) to develop a week's activity and lifestyle account. They should first list all of the different activities, transportation, purchases, meals, babysitters, plumbing emergencies, etc. which they think might occur in their lives during a single week. Next, have the "family" groups account for the cost of all the activities, purchases, and expenses. How much weekly income would they need? Should both adults be working? Are the incomes of the jobs the students think they might have sufficient to cover their imagined life style? The teacher in the meantime can assume the role of "fate" or "chance" and randomly hand out 2 cards to each "family." The cards should contain common additional unexpected expenses, such as, "Your car engine blew up. To have a new engine installed will cost close to $500, and can be done in a week, but for this week you will have to use public transportation." Or, "Your day care person has entered the hospital for emergency surgery and you can't find anyone to care for your children while you work."

INDIVIDUAL GROWTH VS. STEREOTYPING

1. If you have texts for your course that are stereotyped in their portrayal of males and females, or that allow only limited life-options, use them as consciousness-raisers with the students. Point out pictures that show sex stereotyping, and discuss the author's biased assumptions. Students will soon be able to detect, on their own, the author's stereotyping.

2. Invite a representative from an assertiveness-training group to speak to the class. (Look for someone, for instance from N.O.W., who has had experience with assertiveness-training for women.) This will lead to a good discussion of women's reluctance to assert themselves because of societal pressure to be passive and dependent.

   Since men also frequently wish to be more assertive-- even though their problems may come more from societal pressure to be aggressive than to be passive-- a mini-course in assertiveness-training might be popular with both young men and women. (See Bibliography, page 38.)

3. Invite a woman skilled in karate or another form of self-defense to give a demonstration for the class. Invite a woman athlete to discuss the obstacles she has had to overcome. Both experiences would help young women and men realize that physical skills and strength are not limited to the male sex.

4. Ask students to compile a list of traditional courtesies that men usually show for women (for example, opening a car door, standing when a woman enters the room). Examine how these courtesies foster traditional sex-role traits-- men become "gallant gentlemen" while women stand passively, waiting for unneeded "courtesies" to be performed, thus acting as "ladies."

   Next, ask students to transform their list into a "human courtesy code" which respects the physical abilities and self-images of the people involved, be they men or women.

5. Distribute "Questions for Young Women" (Appendix G, page 20) to the women students, and "Questions for Young Men" (Appendix H, page 21) to the men. (You may wish to edit these questions.) Discussion of the questions might work better in all-female and all-male groups.

APPENDIX G: QUESTIONS FOR YOUNG WOMEN

(see page 19, activity 5)

1. Can you play basketball, soccer, football?
2. Were you ever taught to use a saw?
3. Did you ever pretend to be dumb?
4. Do you babysit? What do boys do for bread?
5. Do your brothers have more freedom than you? In what ways? Why?
6. Are your brothers asked to help clean house?
7. Is education more important for you or your brothers? Why?
8. How many boys are there in your typing class?
9. Would you be interested in birth control information as a service in your school?
10. Did you discuss masturbation and lesbianism in your sex education class? Did you discuss intercourse? Orgasm? Abortion?
11. Would you know what to do if you needed an abortion?
12. What do you want sex education to be?
13. How many famous women do you know about (not counting President's wives or movie stars)?
14. How many paragraphs (pages) cover the woman's suffrage movement in your history text?
15. Who are Susan B. Anthony, Lucretia Mott, Elizabeth Cady Stanton, Mother Jones, Harriet Tubman, Sojourner Truth?
16. How are women portrayed in the books you read?
17. How do your classes react to "ugly" women teachers?
18. Have you noticed that there are college scholarships that discriminate against girls (football scholarships)?
19. In extra-curricular coed organizations, do girls make decisions? Or do they take minutes?
20. Did you ever hesitate to speak up in a coed organization?
21. Are girls with boyfriends winners? What did they win?
22. Did you ever lie about having a boyfriend? Why?
23. Do you ask boys out? If not, why not?
24. Do you believe boys get sexually aroused faster, at a younger age, and more often that girls? Who told you that?
25. Are you hung up about being/not being a virgin? Why?
26. Should boys be more experienced sexually? Why?
27. Do you ever hug or kiss your girl friend?
28. If you were in a dangerous situation would you rather have a man defend you or defend yourself? Can you defend yourself?
29. Are you the teenybopper, bitch, cheater, foxy lady, or "honey" type portrayed in rock music?
30. Are you flattered by catcalls on the street?
31. Do you like your body?
32. How much time and money do you spend on makeup? Why?
33. Why did you start wearing nylons and bras?
34. Will you be a failure if you don't get married?
35. Do you think of unmarried women as "bachelor girls" or "old maids"?
36. Are these the best years of a woman's life? Why?
37. Is your mother an oppressed woman?

(From Up from Under, Aug-Sept. 1970 (Vol 1, no. 2), 339 Lafayette Street, New York, NY 10012)

APPENDIX H: QUESTIONS FOR YOUNG MEN

(see page 19, activity 5)

1. At what age did you begin training to be a man? Did you have a blue or a pink blanket when you were a baby?

2. Did you play with dolls when you were a child? Did your sister?

3. Were you called a cry baby and told that boys don't cry?

4. When did you stop playing with girls or in mixed groups and begin playing only with boys? How was this enforced? Who taught you?

5. When did you stop playing non-competitive games like leap frog, and start playing competitive games like baseball? Who taught you?

6. How did the other guys get you to play competitive games? How important was it not to be worst/last. What happened to the people who came in last?

7. Did (does) your father do any of the housework? Did (does) he sweep floors, dust, buy groceries, cook, take care of children?

8. Have you ever heard of a home where the woman holds down a job for money and the man stays home and does housework? If not, why?

9. How many girls in your school take auto mechanics? How many guys take home economics?

10. Who were Sojourner Truth, Elizabeth Cady Stanton, the Grimke sisters, Margaret Sanger? What have you been told about the women's rights movement in your classes?

11. Did you have a sex education class? Did you talk about homosexuals? About masturbation, the clitoris, lesbians?

12. Are you homosexual and scared someone is going to find out? Ashamed? Why?

13. If you are heterosexual, how do you feel about homosexuals? What are homosexuals like?

14. Who gets sexually aroused faster, men or women? Who told you that?

15. Do you like your body?

16. Would you want to be judged by a woman on the size of your genitals? On the basis of the hair you have on your chest? If a woman walked up to you on the street, pinched your posterior, and said, "How are you, baby?" --- would you be flattered?

17. Do you know any teenyboppers, chicks, or foxy ladies? Are these names compliments?

18. Did you ever get into a fight with a guy you weren't really mad at? Who proved what?

19. Isn't it a pain trying to be Mick Jagger, Joe Namath, or Super-fly? Wouldn't you rather be yourself?

PARENTING & CHILD DEVELOPMENT

1. Invite a child psychologist to class as part of a discussion on parenting and child development. A couple or a single parent who have recently had a new baby would be excellent resources. Students should consider the changes in parents' life style that occur when a baby is born. How do parents deal with child care and additional household tasks that accompany a new baby? Be sure to point out the strain a new baby often places on a marriage, and the difficulties faced by a young mother if she has the major responsibility for child care. What arrangements need to be made if the mother continues working outside the home? What adjustments (emotional, scheduling) need to be made by a father who assumes significant child care responsibilities?

2. Make available literature from Planned Parenthood and/or invite a speaker from that organization to discuss with students such subjects as: contraception (methods available, safety, how responsibility is decided); abortion (methods, safety, legal aspects, where to get help).

3. Ask students to make a survey of child care facilities available in your community. The survey should include the cost per child, facilities offered, hours open, time-requirements of parents. Have the students visit various child care centers to make personal observations and determine the attitudes of the staff toward child rearing. How would your students feel about leaving their children in the center they visit? Are staff members mostly female or male?

4. Have students calculate how much money it costs to raise a child, from prenatal care through age 21, including food, housing, clothing, toys, child care and educational expenses, etc. How does the hourly cost of hiring someone to care for a child compare with the hourly cost of hiring someone to cut your lawn or repair the plumbing? What do the relative hourly costs indicate about the value our society places on people who do child care work?

5. Have students survey the preschools available in your community. Again ask students to visit the facilities. Written observations which are shared with other members of the class will help students get an idea of different facilities and learning situations. Photographs taken at the various preschools would also be helpful.

6. While observing at child care centers and preschools, students can be on the lookout for actions by children and remarks by adults which illustrate sex role socialization. Have students record these observations and report them to the class. This could serve as an excellent consciousness-raising opportunity, pointing out how early we get our ideas about acceptable sex role behavior, and how our ideas are indeed learned, not inherent.

7. Using some of the stereotypic examples from activity 6, ask students how they would have handled a situation so as to encourage the child involved not to be stereotyped or restricted in her or his behavior. In addition, use the situations described in Appendix I (pages 23-25) to discuss how adults (and teenagers) transmit stereotyped (or non-stereotyped) attitudes when they talk with children.

APPENDIX I: AFTER AWARENESS, WHAT NEXT?

WAYS OF REACTING TO STEREOTYPIC SITUATIONS IN SCHOOL AND NEIGHBORHOOD

(see page 22, activity 7)

In this Appendix, we have included a sample of the many situations involving sex stereotyping that members of Feminists Northwest have observed in schools and neighborhoods. We are in the process of developing a booklet which discusses such situations and our impressions of what responses work best in helping children grow free of sex stereotypes.

You will find in the examples below some of the many different techniques we have observed adults using, including a few that directly encourage conventional sex role behavior. Students can be asked to make their own collections of similar incidents from their experience at school or at home to discuss what happened, and what they would like to see happen.

1. A group of boys is playing baseball. Two girls are standing around watching wistfully. An adult calls out, "Don't you girls want to play?" "No!" shout the boys, "we don't want them to, they're no good."

   The adult then:

   a. answers: "At this school (or house) everybody gets to play. Go ahead, girls, join the game."

   b. does nothing at the time, but quietly finds out whether, in fact, the girls cannot play as well as the boys. The adult then helps the girls learn the skills they lack, planning to help the girls join the game when they are as good as the boys.

   points out to the boys that they let other boys play even if they're not very good ("no better than the girls") and that it's only fair to let the girls join in. "Let the girls play so they can learn."

   d. Tells the girls that Amy and Deborah were looking for more people to play hopscotch with. "Don't pay any attention to those boys. You can have fun playing hopscotch."

   What do you think most adults would do in this situation? Would women act differently from men? What would you do if you were the adult? Why?

2. Maria and Peter are nailing boards at the carpentry table. Both of them are having trouble. An adult helper comes to the table and says, "Keep trying, Peter, I know you can do it," and walks on. The adult then takes the hammer away from Maria, saying, "Here, let me help you. It's hard, isn't it?" Another adult, overhearing, responds:

   a. by speaking out loud: "Let Maria learn. I'm sure you can do it, Maria."

   b. by speaking out loud: "Peter, you need help, too, don't you? Can I show you?"

   c. by speaking to the other adult in private: "It makes me uncomfortable when you help a girl but not a boy. Aren't you making Maria think she's not as competent as Peter?"

   What would you do if you were the second adult?

3. Victor suddenly, impulsively hugs his teacher, who hugs him in return. Nearby boys start jeering, "Victor loves his teacher, Victor loves his teacher." Victor leaps on one of the taunting boys, wrestling and punching him with a look of great anger.

   The teacher:

   a. treats the immediate violence in the manner customary for the school, but plans to lead a discussion later about people's affectionate feelings, asking such questions as: How do your parents show they love you? How do you show them you love them?

   b. shrugs, saying, "Boys are so rough."

   c. plans to read to the children some books dealing with emotions, particularly about boys and their emotions. (Some examples: Black Is Brown Is Tan; Grownups Cry Too; Ira Sleeps Over; Go and Hush the Baby. The Hating Book shows boys and girls handling similar emotions in different ways; it is excellent for discussion.)

   d. tells the boys to break it up; no fighting is allowed.

   e. plans to invite a warm, caring male to visit class to play with dolls (a pediatrician? a father? a puppet maker? a story teller? a nursery school teacher?) He will cuddle the dolls, treating them with tenderness and affection, while he talks naturally and casually about the subject at hand -- his paid job (teacher, pediatrician), and/or his unpaid job (father, brother), showing that he understands and encourages doll play. Both boys and girls are encouraged to handle and hug the dolls.

   What would you do if you were the teacher?

4. Nine-year-olds Max and Laura were overheard in the following exchange:
   Max: Only boys can go to the museum with us today.

   Laura: I want to go.

   M: Well, you can't.

   L: I want to go.

   M: You can't go -- you're a girl.

   L: I'm a boy.

   M: You are not, ha ha.

   Neither said any more. Max had a big triumphant smile on his face. Laura slumped over and sat looking at her hands.

   When the observer later asked the teacher about the incident, the teacher said, "Oh, girls could go to the museum: it just so happened there weren't any. Max is always saying things like that."

   What would you have wanted the teacher to do or say to Laura? to Max? to the class?

5. An adult notices that only girls have been playing dolls and house, and says to Jimmy, who is wandering around looking for something to do, "Hey, Jimmy, here's a doll nobody else is using."

   "I don't want to play with those dumb dolls. They're for girls," answers Jimmy, standing by the door of the playhouse and looking in.

   The adult then:

6. Eleven-year-old Cathy dresses, walks, and talks so much like a boy that most people assume she is one and treat her accordingly. She is never seen with girls; she spends all her time playing the boys' games with them; she is usually the only girl in the group. Her teacher has various lists on the bulletin board, divided into two parts, one for boys, the other for girls. Cathy's name is always included on the boys' list.

   An observer comments that Cathy seems to feel that only boys can do "boy" activities and she must therefore reject her gender identity in order to do the things she likes.

   If you were responsible in some way for Cathy's welfare, what would you do?

   Would you feel differently if this story were about Carl, an eleven-year old boy who acts like a girl and plays with them all the time?

WAYS TO HELP FREE CHILDREN FROM STEREOTYPED BEHAVIOR:

1. Adults can visibly support children whose behavior challenges traditional roles; defend them when others criticize them.
2. Adults can encourage children to try out unfamiliar activities and be sure the children are helped to learn the necessary skills.
3. Adults can engage in direct discussion of traditional sex role expectations. Children are perfectly aware of conventional expectations; they need to hear that we are aware, too, but that we believe people of all ages should choose for themselves.
4. Adults can provide children with a wide range of role-models through books, media, experiences, and our own behavior.

UNPAID WORK

1. About 45% of women between 18 and 65 work full-time as housewives but are not in the paid workforce. Have students discuss the role of unpaid work in our society, using such questions or activities as the following:

   A woman who gets paid for childcare or housecleaning will say "yes" if asked "Do you work?" A housewife, doing the same childcare or housecleaning, is likely to say "no" when asked if she works. Why? Why is housecleaning "work" if you get paid and "not work" if you're a housewife? What does this suggest about what we value in our society?

   What is likely to happen to the self-image of women who spend their lives doing "not-work"? What barriers are placed in the way of their growth as independent,fully-developed human beings? What special strengths does their "not-work" allow them to develop -- strengths that they and/or potential employers might not recognize?

2. Have students develop a questionnaire for their mothers (if full-time housewives) or other full-time housewives to get a record of how many hours a week are spent doing their work: housecleaning, shopping, meals, chauffering, childcare, laundry, etc. Include the questions: "What do you say when someone asks you what you do?" "or when someone asks you if you work?" (See Appendix J, pages 28-30, for possible time-pattern questionnaires.)

   After the questionnaires are tabulated, students can compare the number of hours worked with the conventional 40-hour work week, and the pattern of work hours. In many cases, the housewife's total hours per week will be greater than the paid worker's, yet she may have fairly large chunks of free time during the day on Monday through Friday. Does this free time during the hours when others are working make her appear to be working less? Some housewives may answer, "nothing, I'm just a housewife" when asked what they do. What do they mean?

3. Invite a widowed or divorced housewife over 45 to discuss how her financial position has changed: what's happened to her health insurance and retirement provisions? What about problems finding a paying job?

   Invite a woman of similar age who has lost a paying job to discuss her experience.

   If the above suggestions are not realizable, relevant information can be found in a variety of sources, e.g. back issues of Ms. magazine, and the U.S. Bureau of Labor Statistics.

4. It has been observed that, "An employer gets two workers for the price of one when he hires a man who is married." What does this statement mean? How accurate is it? What do students think would happen if women who are full-time housewives and mothers demanded to be paid an adequate hourly wage for their work? (It's been estimated that if women in the United States were paid for their housework and childcare, the cost would be over $250 billion, about 1/5 the Gross National Product.)

   You may want to share the following article with your students. (From the Seattle Post-Intelligencer, 9/8/75)

$5,500 Wife-She's a Bargain

Removed by ERIC

5. Read aloud "I Want a Wife" (see Appendix K, page 31)to the class. Discuss reactions. Are the females' and males' responses different?

6. Have students interview women and men who do volunteer work in addition to their paid or unpaid jobs. How much time do they spend at volunteer work? Who does the legwork, the research, the clerical work -- men or women? Call various nonprofit organizations (e.g. the Sierra Club, Lions Club, Women's Liberation Group, Opera Guild, League of Women Voters, nursery school, church group) to find out how much they depend on volunteer (unpaid) help. How essential is the work of the volunteers? Could these groups do as much or as well if housewives had a different pattern of work hours and weren't available during weekdays? Can women who do voluntary work point to their experience and skills gained as volunteers when they apply for paying jobs?

APPENDIX J: TIME-PATTERN QUESTIONNAIRES

(see page 26, activity 2; & page 33, activity 12)

TIME-PATTERN: work done by an unpaid housewife

(The same format can be used for the time-pattern of a paid worker who also does unpaid household work. See samples pages 29 and 30.)

Time of day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7 a.m.							
8 a.m.							
9 a.m.							
10 a.m.							
11 a.m.							
noon							
1 p.m.							
2 p.m.							
3 p.m.							
4 p.m.							
5 p.m.							
6 p.m.							
7 p.m.							
8 p.m.							
evening							
total hours worked							

GRAND TOTAL FOR THE WEEK:

What do you say when you meet someone who asks you "What do you do?"

What do you say when you are asked, "Do you work? Do you have a job?"

(Appendix J, continued)

A Sample Time-pattern: unpaid household work by housewife with two children, ages 1 and 6

= free or personal time

c.c. = childcare
laun = laundry
gard = gardening

ch = chauffering children; driving

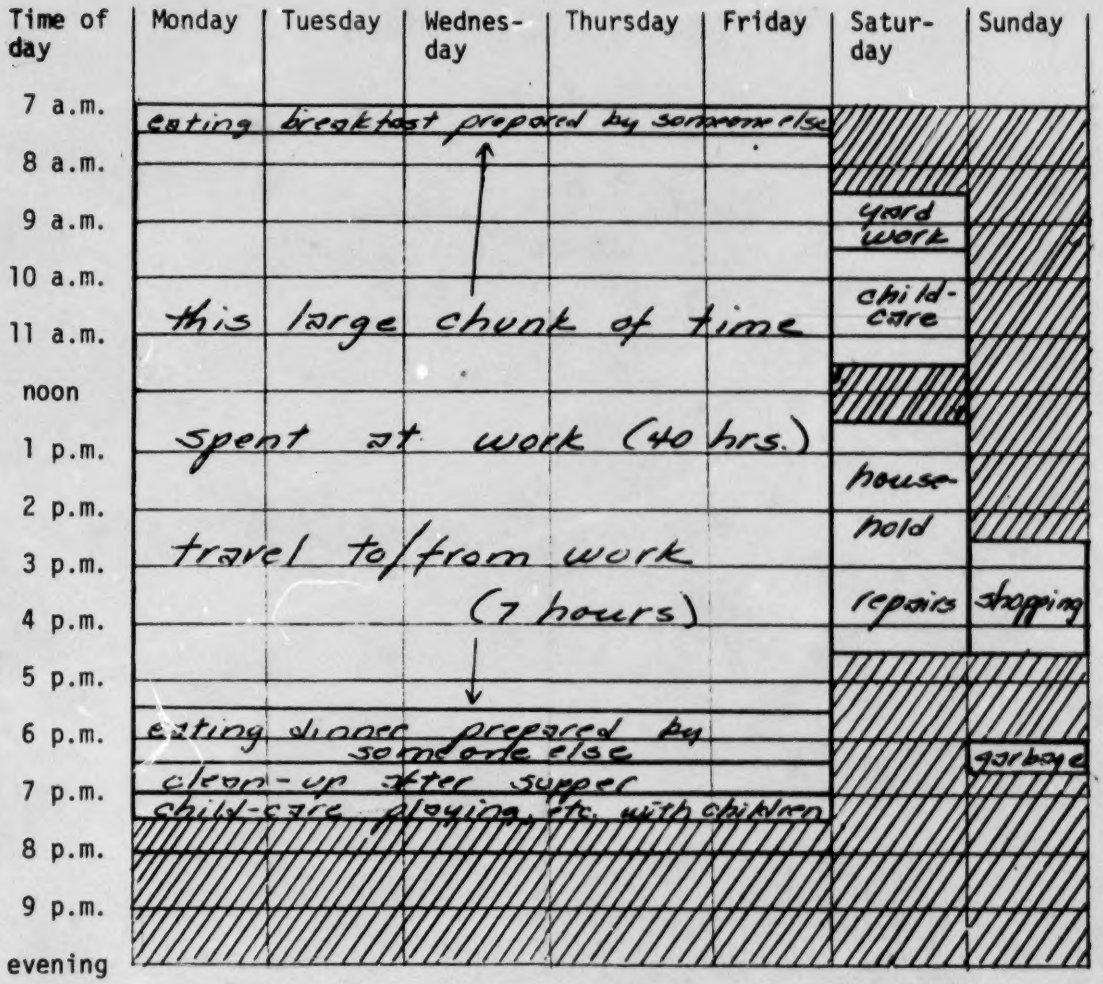
Time of day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7 a.m.	c-c cook	child-care		c-c/cook clean	cook child-care	cook child-care	childcare
8 a.m.	ch	cook	cook/c-c		ch		cook
9 a.m.			childcare	sew iron		sew	
10 a.m.		laun/gard	gard	cook clean	school	laun	
11 a.m.		c-c cook	clean	canning	helper	child-care	
noon		house-cleaning	cook	cook/c-c			cook child-care
1 p.m.			ch	canning	shop		bill-paying
2 p.m.	c-c laundry	c-c cook laun	shop child-care		Dr.		c-c cook
3 p.m.	cook		cook child-care	child-care cook	ch cook	shop ch	
4 p.m.	child-care			clean	child-care	cook child-care	clean child-care
5 p.m.	unpack, etc. from weekend trip	child-care cook		child-care shop		laun	
6 p.m.							
7 p.m.							
8 p.m.							
9 p.m.							
evening							
daily total hours worked	8 hr.	10 hr.	9½ hr.	13½ hr	12½ hr	8 hr	6 hr.

GRAND TOTAL FOR THE WEEK: 67½ hours

(Appendix J, concluded)

A Sample Time-pattern: person who works a 40-hour paid week, and also does unpaid household work

= free or personal time



TOTAL PAID WORK:	40 hours
TOTAL TRAVEL:	7 hours
TOTAL UNPAID WORK:	13 hours
GRAND TOTAL FOR WEEK:	60 hours

I WANT A WIFE

Judy Syfers

(Reprinted from the Ms. supplement to New York magazine, Dec. 1971)

Removed by ERIC

PAID WORK

1. Discuss work options for women and men. Use a variety of posters that show women and men in many different work situations. Be sure to show members of both sexes in non-stereotyped roles.

2. Ask students to think back to when they were 6, 7, and 8 years old and recall what they thought they were "going to be" when they grew up. Have them compare their earlier work goals (including unpaid work) with their present ones. What has happened? Discuss any changes.

   You can record on the chalkboard the males' early preferences in one column, the females' in another; and do the same for current goals. If noticeable sex stereotyping occurs, you might ask a young man why he wants to be a doctor rather than a nurse; you might reverse the question for a young woman.

3. Show the films "Anything You Want to Be" and "Growing Up Female: As Six Become One" to the class. (See Bibliography, page 33.)

4. Have students research their work choices, determining the amount of education needed, cost of that education, training and jobs available in that field. Ask them to share their findings and feelings with the class. Does anyone change goals because of this experience? Why?

5. Use "Whatever Happened to Debbie Kraft," an awareness game about an 18 year old woman making life choices. (See Bibliography, page 37.)

6. Have students spend several hours observing or working with an adult on the job. Ask students to share their experiences with the class. Be sure they mention the positive as well as the negative aspects of the job they observed.

   Read aloud selections from Studs Terkel's book, Working: People Talk About What They Do All Day and How They Feel About What They Do (Avon paperback, 1974).

7. Many reasons are given to explain why women's work outside the home hasn't been as productive as men's. Other reasons are subtle and often overlooked. Have the women in your class respond to Appendix L (page 34), "Job and Family Concerns for Young Women." Consider the questions at the bottom of the questionnaire. Refer to "Debbie Kraft" and to "What You May Not Already Know About U.S. Women" (Appendix D, page 11) for further information.

8. Have students gather statistics from the Women's Bureau of the U.S. Department of Labor on: the number of women in the paid working population; the median salary for women, for men; the percentage of women and men in various occupations; the number of women heading households; the median salary for minority men and women in the U.S. In class discussion, ask students to explain why the statistics are as they are, what image is assigned to women in the workforce, and how they feel about the discrepancies between women and men revealed by the information gathered.

9. Ask students to role-play job interviews. Have the rest of the class take notes and later make suggestions to the job-seeker. What can a job-seeker do if the interviewer uses sexist language? If the interviewer reveals sexist attitudes toward women workers?

10. More than ever before, women are seeking access to traditionally male jobs -- in construction and heavy industry, as machinists, ship scalers, busdrivers. Have students find out what problems women face when they try to get jobs or training in "male" areas. Are women discriminated against by training schools? Employers? Unions? Co-workers?

    Invite women working or training in "male" fields to talk with students. What are women doing to deal with workplace discrimination? Find out about complaints, grievances, law suits, support groups. (In Seattle, Mechanica and Women in Trades are two groups which offer assistance and encouragement to women who want to enter up-to-now male jobs. For information about resource people and speakers: Mechanica, c/o University YWCA, 4224 University Way NE, Seattle 98105, 206-632-4747.)

11. Women with young children who work outside their homes often have problems finding adequate and inexpensive childcare. Have students ask several women with young children how they deal with the problem of childcare when they are at work. Who cares for the children? What is the quality of the care? What is the cost? How does the cost compare with the mother's earnings? Does someone who works an evening or all-night shift have special problems? What arrangements can be made to care for school-age children during the time before and after school when parents are at work? Are there city or private agencies which can help parents locate childcare? Do any employers provide childcare for their employees? Have any unions demanded employer-provided childcare in contact negotiations? Are any community groups organizing to demand that childcare be sponsored by local or state government, a university, or businesses?

12. Ask students to give the time pattern questionnaire (see samples, Appendix J (pages 28, 30) to a variety of men and women doing both paid and unpaid work. Use the results to discuss possibilities for change in the conventional family pattern where the woman is the housewife and the man is the wage earner. How much unpaid household work can reasonably be expected from any adult, man or woman, who spends 40 hours a week or more in paid work (plus hours of travel to and from work, and overtime)? Do students find that women who work outside their homes end up having two jobs -- their paying job and their "housewife job" when they get home?

    Some couples think that the solution to sex stereotyping in their home is for each person to work part-time and then share equally in the unpaid household work. Ask students to find out what part-time jobs are available in your community. Employers can be asked why they don't want to hire people part-time. Why do some people believe that part-time workers are more productive than full-time workers, while other people argue that it isn't worthwhile to train someone who's only going to work part-time? Do part-time workers get health benefits, pension plans, etc. paid for by their employers, as many full-time workers do?

    Invite members from a community group advocating part-time jobs to present their ideas. (In Seattle, such a group is Focus on Part/Time Careers, 233 6th Ave. N., 98109, 206-682-5433, 9 a.m. to noon.)

APPENDIX L: JOB AND FAMILY CONCERNS FOR YOUNG WOMEN

(see page 32, activity 7)

Many reasons are given to explain why women's work outside the home has not been as productive as men's. Other reasons are subtle and often overlooked. Use the following to reassess your commitment to a job, and its importance and integration into your life.

	almost always	some-times	neutral	hardly ever	never
1. I want to have a job.					
2. My main goal is to be a wife and mother. I don't think seriously about a job.					
3. My family does not encourage me to get further job training.					
4. Due to financial or other problems I will not be able to get further educational training.					
5. I would leave a good job to follow my husband's job.					
6. It is the woman's responsibility to take time off from her job to raise children.					
7. After raising a family, I should have no trouble returning to work.					
8. I'm not very ambitious. I'm just not that interested in working.					
9. I'm not very self-confident. I'll leave the difficult jobs for men.					
10. I want a man to take care of me. That's his role.					

Questions for discussion

1. Share your responses with those given by your female classmates. Do you think that young men have the same concerns/conflicts about future jobs as many young women do?
2. Invite several women with jobs and families to discuss their responses to the above questionnaire.
3. Ask your mother to respond to the questionnaire. How are you similar? Different? What has happened in your life to change your values? Talk with your mother about her job and family visions when she was your age. How does she feel now? If there is a difference, try to pin down what might have contributed to this change.
4. Evaluate your responses in light of the statistics outlined in Appendix D (page 11), "What You May Not Already Know About U.S. Women." Are you planning a realistic future?

BIBLIOGRAPHY, RESOURCE MATERIALS

Most of the following films and filmstrips are available free from Educational Service District No. 110 (100 Crockett St, Seattle WA 98109; 206-294-3990). The Seattle School District has ordered several of them (206-587-4200). The films can be rented from the University of Washington Audio-Visual Service, mail stop AC-30, attention Booking Office, Seattle WA 98195, 206-543-2714.

FILMS

"Anything You Want to Be." A 9-minute black-and-white film that lightly discusses women's identity and how we tend to stereotype it. New Day Films, P.O. Box 315, Franklin Lakes, N.J., 07414. $95 purchase.

"The Emerging Woman." A 50 minute film that follows the American woman as she has fought for equality, and the obstacles in her path. An excellent overview of the women's rights movement. Good for social studies, or any classes interested in learning more about the history of women's struggle. Films Images, 17 W. 60th Street, N.Y., N.Y. 10023, $350 purchase.

"Fifty-one Percent." 25-minute color film about the lives of women who work outside their homes. Robert Drucker & Assoc. $200 purchase.

"Growing Up Female: As Six Become One." A two-reel (1 hour) film that examines the lives of six females from a variety of ethnic backgrounds at different stages of their lives. The film shows how all six are channeled into traditional, culturally-approved sex roles. Excellent for high school classes. New Day Films, $375 purchase.

FILMSTRIPS

"A Woman's Place." 4 filmstrips and cassettes. This color audio-visual program examines the status of modern women in our society. It discusses perceptions of women, relevant biological facts, common stereotypes and myths, and the progress of the women's movement since 1966. While the focus is on women, its implications have value for students of both sexes. Schloat Productions, West Nyack, N.Y., 10994. $78 purchase.

"Women's Work, America: 1620-1920." 4 filmstrips and cassets. A historical survey of diverse roles occupied by women since American colonial times, as well as a documentary of women's long fight for equality. Schloat Productions, $78 purchase.

"The Family." 4 filmstrips and cassettes. Examines issues and attitudes underlying current changes in marriage structure and family concepts. Schloat Productions, $78 purchase.

"Masculinity." 4 filmstrips and cassettes. Examines the concept of masculinity in today's society focusing on male stereotypes, biological facts, concepts of masculinity in other cultures, problems and social pressures for males, and the realignment of masculinity in our own society. Schloat Productions, $78 purchase.

"Women: The Forgotten Majority." 2 filmstrips and cassettes. Looks into the question of why girls grow up concerned about marriage and family, unconcerned about the possibilities of work outside the home. Describes how parents and teachers unknowingly treat female children differently from male children. Possible solutions are suggested. Denoyer-Geppert Audio-Visuals, Times-Mirror, N.Y., N.Y.

"Jobs and Gender." Two filmstrips and cassettes. Designed to present both female and male students with facts and ideas about how gender may influence their vocational choices. Guidance Associates, 41 Washington Ave, Pleasantville, N.Y. 10570. $41.50 purchase.

KITS

"Herstory: A Simulation of Male and Female Roles." Valiant $10.

"Woman & Man: The Classic Confrontation." Includes 178 questions that can be used for quizzes or as awareness activities. Dynamic Design Industries, 143 N. Cantral Park, Anaheim, CA 92802, $8. (Educational Service District No. 110 has this kit. See page 35 for address and phone.)

"Time Off for Fatherhood, Motherhood is a Chosen Job." Developed by Kris Ripley for Project Equality, Highline School District, 15675 Ambaum Blvd SW, Seattle WA 98166. This activity-packet aids homemaking teachers and students in the study of fatherhood. It also deals with women's traditional low-paying jobs. Junior and senior high level. Uses Westinghouse Learning Press sound color filmstrip series "Eve of Change."

SLIDE SHOWS

"If I've Come Such a Long Way, How Come You Still Call Me Baby?" a slide show prepared by the Seattle NOW chapter. Shows sexist advertising in magazines and TV. Write 2252 NE 65th, Seattle WA 98115, or call 206-523-2121.

" Sex Stereotyping in Elementary School Books: A Hidden Curriculum." Slide/tape presentation. Shows sex stereotyping in all subject matter texts as well as library books. Includes newly-published non-sexist materials for contrast and resource information. For rental information, write Feminists Northwest, 5038 Nicklas Pl. NE, Seattle WA 98105, 206-524-4973.

RECORD:"Free to Be--You and Me." Bell Records. $4.95.

TAPES

"Marriage: The First Step to Divorce" and "A Diamond is Not Forever: Divorce in America." Each is 30 minutes long, and includes commentary, interviews, music, poetry. Made by the Great Western Radio Conspiracy. For more information: 226 13th Ave East, Seattle WA 98102, Apt. C. Call 206-323-5332. Cassette price for each: $2.50 for individuals, $5 for libraries.

BOOKS, ARTICLES, PAMPHLETS

Feminist Resources for Schools and Colleges: A Guide to Curricular Materials. Carol Ahlum & Jacqueline Fralley, The Feminist Press, State University of New York, Box 334, Old Westbury, N.Y. 11568. $1 plus 25¢ postage. An extensive annotated listing.

The New Woman's Survival Catalogue. Edited by Kirsten Grimstad & Susan Rennie. Coward, McCann, & Geoghegan, Inc., N.Y. 1973. $5. A huge listing of materials and resources.

Two valuable anthologies: Woman in Sexist Society, Vivian Gornick & Barbara Moran (eds.), Signet, 1971; and Sisterhood is Powerful, Robin Morgan (ed.), Vintage, 1970 --- both contain comprehensive and readable articles about psychology, marriage, early sex role socialization, sexual objectification, work, and many other topics.

The Women, Yes! Hecht et al. (eds.) Holt, Rinehart & Winston, 1973. A text for use in junior and senior high. Includes selections in history, psychology, and literature.

A Young Woman's Guide to Liberation. Karen DeCrow. Pegasus, 1971. Includes chapters on: "What You Are Taught in School About Being A Woman," and "Home and Family Life: What You Learn At Home About Being A Woman."

Again At the Looking Glass; Language Arts Curriculum Materials for Combatting Sex Stereotyping. Sections on language, autobiography, literature, and media. Feminists Northwest, 5038 Nicklas Pl NE, Seattle WA 98105. $3 plus 50¢ postage.

"Whatever Happened to Debbie Kraft?" an awareness game about a young woman's life options. For students, teachers, counselors, parents. Feminists Northwest, Seattle. 75¢ includes postage.

The Liberated Male. Beyond Masculinity: Freeing Men and their Relationships With Women. Warren Farrell. Random House, N.Y. 1974.

Becoming Partners and Other Alternatives to Marriage. Carl Rogers. Delacorte, N.Y. 1974.

Open Marriage. Nina and George O'Neill. Evans, Inc. N.Y., 1972.

The Women's Bureau of the U.S. Dept. of Labor has much information about women and work. Three pamphlets in particular: "Women Workers Today," "Career Planning for High School Girls," and "Careers for Women in the '70's." Their Seattle office is 4113 Federal Office Bldg, 909 First Ave, 206-442-1534. Or write Washington D.C. 20210.

On the Broverman test: "Sex-role Stereotypes: A Current Appraisal." Inge Broverman, et al. Journal of Social Issues, 28:59-78, 1972.
The researchers summarize and interpret their data from the several different investigations they carried out. They conclude that (1)Clearly defined sex-role stereotypes are still very much in existence; (2)Women are perceived as relatively less competent, less independent, less objective, and less logical than men; men are perceived as lacking in interpersonal sensitivity, warmth, and expressiveness.

"Thirteen Honest Views of Fatherhood." Ms. Sept. 1973

"Childcare Leave for Fathers." Gary Ackerman. Ms. Sept. 1974.

"And Father Stayed Home." Jorie Lueloff, Woman's Day, Aug 1971, p. 53. Discusses what happens in one family when father stays home for a year and has household responsibilities while mother goes back to school. Excellent for career education and family living courses.

"Baby X: A Fabulous Child's Story." Lois Gould. Ms. December 1971. A fun story to read to people of all ages. Tells about X and how X's parents raised it without sex stereotyping so that no one could guess the child's gender.

"Sex Stereotyping in Child Care." Women's Action Alliance, Inc. 370 Lexington Ave, Rm 601, N.Y.,N.Y. 10017. Describes many ways in which teachers and materials teach young children stereotyped roles. Suggests a program to develop a non-sexist approach to teaching at the pre-school level.

Women and Child Care in China, Ruth Sidel, Penguin Books, Baltimore, 1973. Useful for comparing the US with a country which has a different culture and a different social-economic system.

SELF-HELP MATERIALS, HANDBOOKS

"So You Don't Want to Be A Sex Object." Rocky Mountain Planned Parenthood. 2030 E. 20th Ave, Denver, Colo, 80205. Suggests seven steps to becoming a person, and shedding the sex-object stigma.

Unbecoming Men: A Mr .'s Counsciousness-raising Group Writes on Oppression and Themselves. Times Change Press, Penwell Rd., Washington, N.J. 07882, $1.35.

"Assert Yourself: A Handbook on Assertiveness Training." Available from Seattle-King County N.O.W. 2252 NE 65th, Seattle 98105, 206-523-2121. $2.

Our Bodies, Ourselves. Boston Women's Health Book Collective. Simon & Schuster, 1973. The medical information is reliable, and the attitude of the women contributors towards women, their bodies, and themselves, is remarkable.

I Took a Hammer in My Hand. Florence Adams. William Morrow & Co., N.Y. $9.95. Covers plumbing, electricity, cars, carpentry-- repairs and renovations.

The Tool Book: A People's Car Repair Manual. People's Press, 968 Valencia St, San Francisco, CA 94110. Single copy 75¢. 10 or more, 10¢ each. Written specifically for auto repair tools, indispensable for an understanding of most basic tools.

How to Fix Your Bicycle. Helen Garvy. Shire Press, 62 Valley St, San Francisco, CA, 94110. 75¢. Information is presented simply; fully illustrated. Covers both general care and major traumas.

The Day Care Book. Vicki Breitbart, Knopf Publishers, $3.95. Organizing for child care.

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SEATTLE BOOKSTORES CARRYING MANY OF THE ABOVE ITEMS AND RELATED MATERIALS:

It's About Time Women's Bookcenter, 5502 University Way NE, 206-525-0999.

Red & Black Books, 4736 University Way NE, 206-522-7707.

Left Bank Books, 92 Pike (across from the Market), 206-622-0195.